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**Component Assessment: Judicial and Court Staff Education**

Key Elements

The responses in this assessment provide a snapshot of Judicial and Court Staff Education in your state. All responses are meant solely to inform assessment of this component.

Key elements of **Judicial and Court Staff Education** include:

* Engagement with self-represented litigants;
* Availability of court-based self-represented litigant resources, community resources and referral systems;
* Variability of approaches depending on case type;
* Cultivating access to justice leadership within the bench and leadership related to change on the bench;
* The role of judicial officers and court staff in process simplification initiatives;
* The distinction between legal information and legal advice;
* Procedural fairness;
* Language access requirements and procedures;
* Disability access requirements and procedures; and
* Diversity, equity and inclusion.

Need

1. Is Judicial and Court Staff Education available in your state?

Yes  No  Unsure

Additional information:

Remarks on strengths and gaps:

1. To what degree is Judicial and Court Staff Education available at the county level?

*Tips:* Suggested sources of information include state and local judicial educators, court staff and judicial officer surveys.

No counties  Few counties  Half of counties  Most counties  All counties

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. What is your best estimate of the known demand for Judicial and Court Staff Education?

*Tips:* Education requirements are a proxy for demand in calculations below. In jurisdictions where there are no access to justice related education requirements, demand can be determined from stakeholder polling/surveys. Suggested sources of information include judicial officer and court employee education requirements (state and local).

Please provide a brief explanation of the calculation below under "Additional information".

Number:

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Response

1. How much of the Judicial and Court Staff Education demand is met?

*Tips:* Suggested sources of information include judicial officer and court staff reporting.

Education offerings (either required levels if requirement exists or any education if no requirement):

*Percentage*

To calculate the percentage below =

Education offerings *divided by*

Education requirements or interest (question 3).

Please provide a brief explanation of your calculation below under “Additional information”.

Percentage:

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. For what case types are Judicial and Court Staff Education available? (select all that apply)

*Tips:* Suggested sources of information include judicial and court staff education offerings. Please indicate any distinctions within contract cases below under “Additional information”.

Contract (includes landlord/tenant, debt collection & mortgage foreclosure)

Small Claims

Tort

Probate

Real Property

Mental Health (includes civil commitment, guardianship)

Family (includes divorce, protection orders)

Other

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. Judicial and Court Staff Education addresses which case stages? (select all that apply)

*Tips:* Suggested sources of information include course descriptions, offerings.

Pre-filing

Post-filing, uncontested

Post-filing, contested

Through entry of judgment

Post-judgement

Appellate

No case stage data is collected

Other

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Technology Integration

1. Is Judicial and Court Staff Education available remotely (via video or telephone)?

*Tips:* Suggested sources of information include interviews with state judicial educators, judicial officers and court staff. Please identify any barriers below under “Additional information”.

No counties  Few counties  Half of counties  Most counties  All counties

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. Is technology being optimized (e.g., technology utilized to the extent possible where practicable and feasible)?

*Tips*: Suggested sources of information include surveys of state judicial educators, court staff and judicial officers, user focus groups or interviews. States might also identify additional technology examples. Please discuss any limitations in broadband access and infrastructure challenges below under “Additional information”.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| ***Administration*** |  |  |  |  |  |
| Case management tools |  |  |  |  |  |
| Litigation e-tools (discovery, filing) |  |  |  |  |  |
| Work & data sharing tools |  |  |  |  |  |
| Other: |  |  |  |  |  |
| ***General Education/Information*** |  |  |  |  |  |
| Communication tools (email/text notices) |  |  |  |  |  |
| Information-sharing tools (websites) |  |  |  |  |  |
| Other: |  |  |  |  |  |
| ***Service Delivery*** |  |  |  |  |  |
| Remote communication tools (videoconference) |  |  |  |  |  |
| Case resolution tools (online dispute resolution) |  |  |  |  |  |
| Other: |  |  |  |  |  |

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Language

1. Are language access services and supports provided?

*Tips:* Suggested sources for information include education policies and protocols. The Justice Index: Language Access Index might also inform responses to this question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Services & Supports*** | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| Interpretation (in-person, certified) |  |  |  |  |  |
| Translated materials (signage, orders, general information) |  |  |  |  |  |
| Bilingual employee support |  |  |  |  |  |
| Training |  |  |  |  |  |
| Outreach |  |  |  |  |  |
| Other: |  |  |  |  |  |

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. Does Judicial and Court Staff Education incorporate plain language principles and practices?

*Tips:* Example: Communications are concise.

Visit [plainlanguage.gov](https://plainlanguage.gov/) for additional examples of plain language principles and practices.

Suggested sources for information include education policies and protocols.

Never  Rarely  Sometimes  Often  Always

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Special Populations

1. Does Judicial and Court Staff Education comply with disability access requirements?

*Tips:* Suggested sources for information include state accommodations compliance and rules, education policies and protocols. The Justice Index: Disability Access Index might also inform responses to this question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Access Requirements*** | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| ADA[[1]](#footnote-1) Title 1: Employment |  |  |  |  |  |
| ADA Title 2: State and Local Government Services |  |  |  |  |  |
| ADA Title 3: Public Accommodations |  |  |  |  |  |
| ADA Title 4: Telecommunications |  |  |  |  |  |
| ADA Title 5: Miscellaneous |  |  |  |  |  |
| Rehabilitation Act, Section 504 |  |  |  |  |  |

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. Are safeguards in place for vulnerable populations? (For example, individuals with trauma, cognitive impairment, learning disabilities, homebound, etc.)

*Tips:* Suggested sources of information include judicial officer and court staff surveys.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Safeguard*** | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| Trauma-informed responses |  |  |  |  |  |
| Accommodations for remote appearances |  |  |  |  |  |
| Appropriate modalities to support user comprehension and participation |  |  |  |  |  |
| Additional time for client review |  |  |  |  |  |
| Confidentiality practices |  |  |  |  |  |
| Other: |  |  |  |  |  |

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Ecosystem Ties & Voice

1. Are principles of diversity, equity and inclusion being applied to content development and/or service delivery? (e.g., Do Judicial and Court Staff Education practices reflect cultural sensitivity? Is language gender-neutral? Is the impact of bias being considered?)

*Tips:* Suggested sources of information include judicial officer and court staff surveys. Respondents may discuss content development and service delivery separately.

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. What financing structures are in place to support Judicial and Court Staff Education? (select all that apply)

*Tips:* Suggested sources of information include interviews with court leadership and judicial and court staff education leaders.

Budget line items

Fees

Private funding

Grants

Endowment

None

Other

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. Is financing for Judicial and Court Staff Education sustainable (able to be maintained at a certain level)?

*Tips:* Suggested sources of information include interviews with judicial officer and court staff education representatives.

Yes  No  Unsure

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

1. How does the access to justice governance/leadership support Judicial and Court Staff Education? (select all that apply)

*Tips:* Suggested sources of information include opinion surveys from mediators, private attorneys, legal aid, court staff, judges and judicial officer and court staff education leaders and access to justice commission strategic plans.

Promoting Judicial and Court Staff Education programs

Funding

Marketing

Support complementary initiatives

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Measurement

1. What data do you collect on Judicial and Court Staff Education? (select all that apply)

*Tips:* Suggested data sources include judicial officer and court staff education programs/services, bar associations and court case management reporting.

Number of Judicial and Court Staff Education offerings

Judicial and Court Staff Education offerings by case type

Judicial and Court Staff Education evaluations

No data is collected

Other (can add multiple options):

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

17.i. How is the data used to inform access to justice strategy/policy?

17.ii. Who sees the data?

1. Are there accepted practices around documenting Judicial and Court Staff Education?

*Tips:* Examples of accepted practices include uniform data definitions, collection techniques, collection frequency.

If yes, please explain practices below under “Additional information”.

Yes  No  Unsure

Additional information (such as country/region distinctions):

Remarks on strengths and gaps:

Cumulative Component Assessment

Please score your overall progress on Judicial and Court Staff Education based on the compiled information and additional data used to inform this assessment. The scoring should use the following scale:

**None:** In this category, component key elements, content or services are not available; no data is being collected; there is no sustained funding and there are many gaps to providing this service or content.

**Minimal levels:** In this category, very little demand for component key elements, content, or services is estimated to be met, potentially only in a few counties. There may be only a few (1-2) case types or litigation stages in which component key elements, content, or services are available. The majority of responses focusing on technology, language supports, access requirements, and safeguards, are ‘Rarely’ with a few ‘Sometimes’ selections. There are limited examples of diversity, equity, and inclusion as well as weak, unsustainable financing structures and data collection practices.

**Partial:** In this category, it is estimated that between a quarter and half of the demand for component key elements, content, or services is estimated to be met. Component key elements, content or services may not be statewide and in less than half of all counties. There may be only three to four case types and few litigation stages in which component key elements, content or services are available. The majority of responses focusing on technology, language services, access requirements and safeguards are ‘Sometimes’ with a few ‘Rarely’ or ‘Often’ selections. Additionally, only a few examples of diversity, equity and inclusion are present. Financing structures are somewhat stable while data collection is sporadic and rarely informs strategy or policy.

**Sufficient:** In this category, it is estimated that more than half of the demand for component key elements, content or services is being met. The component key elements, content or services may exist statewide and if not statewide, in many of the counties. Component key elements, content or services are provided to most case types and at multiple stages in the case. The majority of responses focusing on technology, language supports, access requirements, and safeguards are ‘Often’ with a few ‘Always’ or ‘Sometimes’ selections. Additionally, there are more than 2-3 examples of diversity, equity, and inclusion present. Stable and sustainable financing structures are listed; data collection may be established and occurring but there is room for advancement in how it informs the design, delivery and sustainability of the component.

**Advanced:** In this category, greater than 75% of the demand for component key elements, content or services is being met. The component key elements, content or services are statewide and are provided to almost all cases and at every feasible stage in the case. The majority of responses focusing on technology, language services, access requirements and safeguards are ‘Always’ with a few ‘Often’ or ‘Sometimes’ selections. Additionally, there are numerous examples of diversity, equity, and inclusion. Financing structures are described as robust and sustainable. Data collection and sharing occur regularly to inform component design and delivery with strong feedback loops in place to guide future development.

*Overall progress on Judicial and Court Staff Education:*

None  Minimal levels  Partial  Sufficient  Advanced

1. Americans with Disabilities Act. For more information on ADA access requirements see, <https://www.ada.gov/>. [↑](#footnote-ref-1)